

PLANNING FOR LEARNING

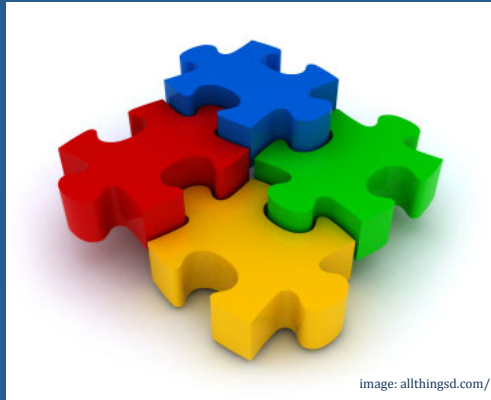


image: allthingsd.com/

Hunyuan 2015

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

May 2015

Presentation Slides	Day 1 Planning for Learning.pptx.pdf Details Download 10 MB
STARTALK Lesson Plan Blank Template	2015 STARTALK Lesson_Plan_Template... Details Download 46 KB
Annotated Lesson Plan	Annotated 2015 Lesson Plan Template.d... Details Download 61 KB
AdvanceLearning At-a-glance Learner Center	AdvanceLearning_LearningTargets_Info...

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The lesson makes the learner, not the teacher, the active participant.



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The lesson builds toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know.



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I DO....WE DO....YOU DO



I DO

The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context



WE DO

The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance



YOU DO

The individual student:

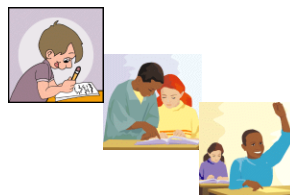
- demonstrates his/her ability to meet the goal of the lesson

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What ideas do you have for expanding unit content for heritage and/or returning students?

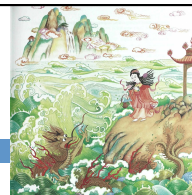
Think — Write — Pair — Share

1. Think about your answer.
2. Write your ideas and post.
3. Without talking, walk and read ideas of others.
4. Return to seats and talk over the ideas.
5. Share with the group.



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Options for Unit Expansion



- ❑ We all need water, how much water do we need, how much water do we use
- ❑ Water as energy, water falling from a height, what happens, why
- ❑ Water as one of the five basic elements
- ❑ Chinese Legend – The Fish-Basket Goddess?
- ❑ Weather related – typhoons, floods, tsunami
- ❑ Sea creatures in depth

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<https://www.pinterest.com/lterrillindy/water-water-everywhere/>

Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses



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We all need water



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The Mouse Marriage



INTRODUCTION

Traditional folktales constitute a social institution that reflects the value, customs, and lifestyles of the culture and are a natural way for students to explore the historical past, the belief systems of varied societies, and diverse factual information (Collingwood, 2005). Bosma (1993) states that young children easily accept the folktale as symbolic interpretation of life in an imaginary land and they can also be guided toward recognizing the distinctive traits of other cultures by reflecting on specific characteristics of the tales as retold within those cultures. Roney (1993) makes the even stronger claim that by using folktales, students can interact with culture (past and present) and make sense of the world around them. A carefully selected folktale can be a powerful tool to bring culture to our foreign language classroom, as well as serve as the center of a thematic unit.

Utilizing the national Standards for Foreign Language Learning in the 21st Century (2006), I

are repetitive with regularly occurring the meaning of the story is easy to come and students can soon predict what will enhance comprehension. By reducing a short count-out rhyme with a clear picture story sequence (Appendix A) we have a story more accessible to beginning students. The differentiation between the rhyming words in the story rhyme understanding the characters and events of the folktale.

The Mouse Marriage story is a rich folktale that bridges the relational cultural products, practices and perspectives of common symbols for luck in Chinese culture, which are used

and at the New Year, are depicted in the folktale. Using book illustrations, a traditional form in many regions in North America, and one that has many of the Mouse Marriage can see auspicious, good fortune; xi, double happiness symbols such as the red flowers, fruit, etc.



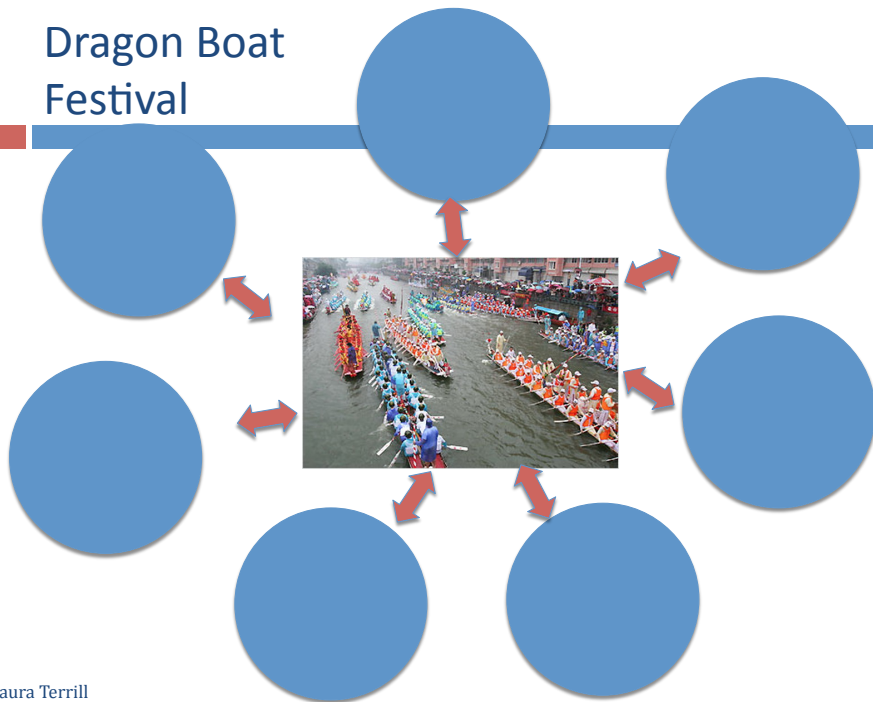
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<https://www.youtube.com/watch?v=EJvJ72i6bpQ>



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Dragon Boat Festival



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Learning Scenario

Students will learn about the Dragon Boat Festival. They will describe the boats using colors and body parts and will use their Chinese skills to compete in a dragon boat race. They will know and be able to give the date for the festival and will talk about what they like and don't like to do while at the festival. Students will learn how to make traditional zongzi and will be able to explain the process commenting on how they taste. Fifth grade students will also learn the story of Qu Yuan and will be able to retell that story. All students will have the chance to see Dragon Boat Festivals and will view information on the Chicago Dragon Boat Festival that is held in XXXX.

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Dragon Boat – Can Do Statements

Do	Know
describe the Dragon Boat and name the captain	colors dragon head dragon tail body parts? drum # people
identify correct date for Dragon Boat Festival in different years using lunar calendar	When is the festival? date 5 th day of 5 th month
ask and answer questions about festival details	Who is going? My mom, dad, friend.. Where is the festival? at the park, at the lake

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Dragon Boat – Can Do Statements

Do	Know
say what you like/don't like to do at the park/lake	What are we going to do? watch race, walk, read, play chess, swim, jump rope, Chinese yo-yo
ask who won and comment on what place each boat had	Who won? The (blue) boat won. The (red) boat was first, second, third, fourth, fifth
tell how to make a zongzi and say how it tastes	Gouin series
say what is in zongzi and how it tastes	rice??? sweet, salty
ask and answer questions about hunger and thirst	Are you hungry/thirsty? I am/am not ... Let's eat a zongzi.

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Dragon Boat – Can Do Statements

Do	Know
describe the Emperor and Qu Yuan	What was Qu Yuan like? happy, sad, nice, mean, angry, disappointed, upset
ask and answer questions about your emotions	Are you OK? Yes, I am No, I am.....
retell the story of Qu Yuan using appropriate actions and gestures	
describe the Emperor and Qu Yuan	What was Qu Yuan like? happy, sad, nice, mean, angry, disappointed, upset
ask and answer questions about your emotions	Are you OK? Yes, I am No, I am.....

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Gouin series telling how to make zongzi

- I pick up a bamboo leaf.
- I put sweet rice in the bamboo leaf.
- I fold the bamboo leaf.
- I pick up the string.
- I tie the zongzi.
- I steam the zongzi.
- I smell the zongzi. It smells very fragrant
- I taste the zongzi. It tastes delicious.
- Chinese version of “yum, yum”

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Retelling story of Zu Yuan using gestures

- a patriotic poet – students act like they are holding a book and writing
- highly respected – students bow to the poet
- the emperor – student use their hands to form a crown
- gave suggestions – students act like they are talking
- did not listen – students put hands over their ears
- treated people badly – students crouch down and cover heads with hands
- the people heard – students hold a hand to their ear
- they quickly rowed – student act like they are rowing a boat very fast
- to rescue Qu Yuan – hand over eyes looking for Qu Yuan
- too late – students point to the clock on the wall
- could not find – hand over eyes, looking, but shaking head no

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<http://www.youtube.com/watch?v=KSCgsT4bm6s>



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<https://www.youtube.com/watch?v=T1WQ90F4HII>



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Bonne Année!
le 23 janvier, 2012



Tu es un dragon?



- 2/9/1940 — 1/26/1941
- 1/27/1952 — 2/13/1953
- 2/13/1964 — 2/01/1965
- 1/31/1976 — 2/17/1977
- 2/17/1988 — 2/05/1989
- 2/05/2000 — 1/23/2001
- 1/23/2012 — 2/09/2013

Nian le monstre

Un jour Nian



a visité une maison dans un village.



Un vieil homme a décoré avec des tableaux

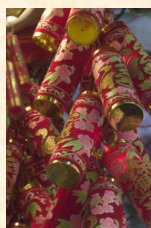
Rouges



a porté une robe



rouge et a explosé



des feux d'artifices

The monster was afraid of the color



red. He was afraid of the



and he was

afraid of the



. He was also

afraid of



.

The monster



ran away and

the new year arrived.



Today children often receive















red envelopes with





Is it lucky or unlucky?

lucky	unlucky
  	  
  	  



你好

你叫什么名字.

我叫。。。

再见



Does the panda like to.... or
Do you like to.....



eat bamboo



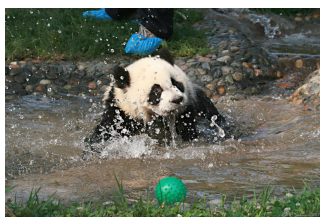
sleep



climb



drink water



water

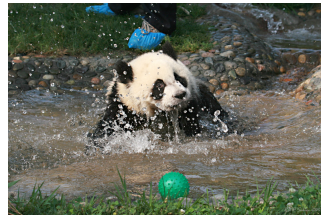
Does the panda like to.... or
Do you like to.....



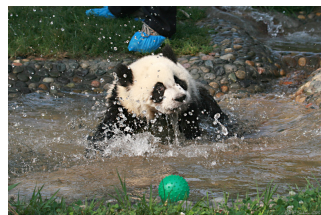
eat bamboo



sleep



Have a conversation.



Night markets in China



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<https://www.youtube.com/watch?v=j09DI94SPsM>

How is it?

(All words in Chinese with pinyin.)



Name of food

Do you like (???)?
 Yes, I like (???)?
 No, I don't like (????).
 What is it like?
 It's salty.



salty

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How is it?

(All words in Chinese with pinyin.)



Name of food

Do you like (???)?
Yes, I like (???)?
No, I don't like (????).
What is it like?
It's delicious.
It's OK.



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delicious

No words, just images and/or characters



- Do stroke order here for new characters.
- Ask students to predict number of strokes.
- Have students watch video and/or draw in air.
- Have students write character.



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Have a conversation with your partner about these foods....



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<https://www.youtube.com/watch?v=n2ghr6Lahu4>



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Motivation



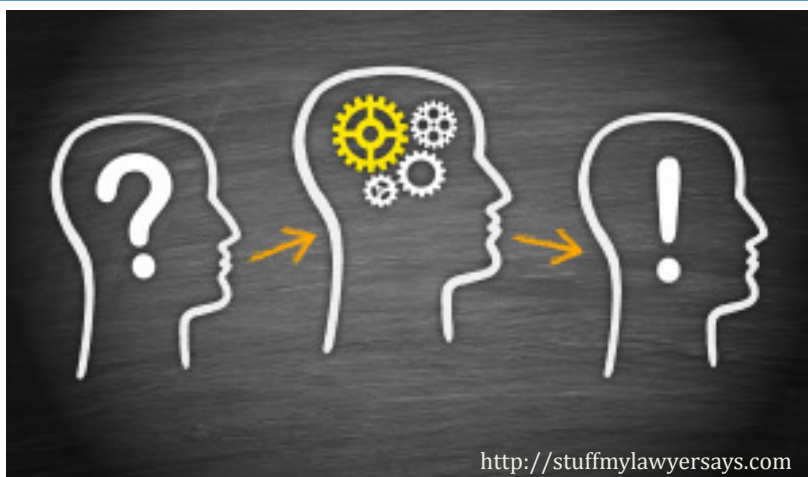
not yet

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Your Questions – for tomorrow

- How to maintain and build interest for non-native speakers?
- How to differentiate – how to help advanced students while helping the rest of the students?
- Can we tell Chinese story related to our topics with English combined with simple Chinese?
- How to manage 90% immersion on first day?
- What should Chinese teachers do to contribute to CC literacy?

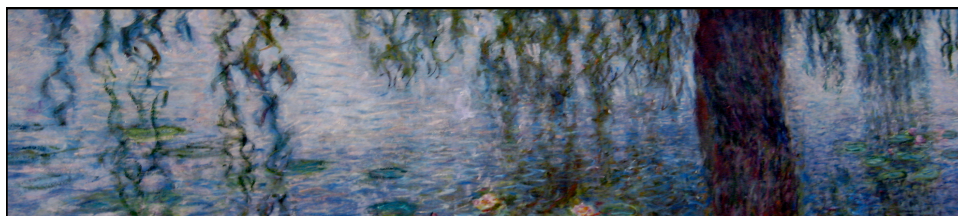
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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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